



Office of the



State Superintendent of Education

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## **Exhibits and Interviews for Non-Degree Post-Baccalaureate Accreditation Visits**

### **I. Introduction**

The exhibits listed in the pages that follow are critical for review team members to examine during the on-site visit. Please note that the quality of these exhibits will determine their degree of utility for teams. While this list covers most of the exhibits needed by teams, it is not exhaustive. Institutions and organizations may provide additional materials based on their specific context. However, units should include in their exhibits those indicated below. If exhibits presented do not provide evidence that a standard is met, the Board of Examiners (BOE) team may ask the organization for additional information.

Exhibits should be organized by each element of a standard to assist BOE team members with finding the evidence. In some instances, one exhibit may address more than one element, or be related to more than one standard. In the case of documents 1 to 5 pages in length, the unit should prepare enough duplicates so that one copy can be included for each standard/element the document proposes to address. For larger items containing more than 6-10 pages in length, the organization should provide only one copy of the document to the review team, but show clear cross-referencing to each standard/element the document proposes to address. Organizations are encouraged but not obligated to make exhibits available to review teams electronically prior to the visit. This can be done via a CD or online. In either case it is important to ensure that documents are clearly organized by standard and element, and that if made available online, links take the user to the intended documents or pages in a lengthy document.

During the visit, review teams will also expect to have the opportunity to interview key institutional officials and external partners, as well as candidates and graduates if applicable. These interviews play a critical role in assisting review team members with validating the information presented in the Organizational Report and in the exhibits. Following the list of exhibits is a list of individuals and groups that should be available to be interviewed by the review team.

## II. Exhibits for Accreditation Visits

### Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

The following Standard 1 exhibits are required for organizations seeking continuing state-only accreditation and program approval. Standard 1 is intended to demonstrate candidate proficiency in content knowledge, teaching skills and dispositions, by showcasing summarized data that are a product of the assessment system developed and maintained as a part of Standard 2. Organizations seeking first-time accreditation and program approval are not expected to produce data summaries as they are not likely to have candidates in the pipeline from which to produce candidate assessment data. However, organizations seeking first-time accreditation should be prepared to demonstrate and discuss how their assessment system will gather and analyze each of the data elements below, as well as produce a list of dispositions expected of candidates and the assessment tools that will be used to measure candidate dispositions.

Elements	Exhibits
1b. Professional and Pedagogical Knowledge and Skills for Teacher Candidates 1c. Student Learning for Teacher Candidates	State licensure test scores aggregated by program area and reported over multiple years (Title II data reported to the state for the last year <b>must</b> be available to the team.)
1a. Pedagogical Content Knowledge and Skills for Teacher Candidates 1b. 1d. Knowledge and Skills for Other School Professionals	Key assessments and scoring guides used by faculty to assess candidate learning against standards and the outcomes identified in the unit's conceptual framework
1a, 1b, 1d	Samples of candidate work (e.g., portfolios at different proficiency levels)
1a, 1b, 1d	Follow-up studies of graduates and data tables of results
1a, 1b, 1c, 1d	Employer feedback on graduates and summaries of the results
1f. Professional Dispositions for All Candidates	List of candidate dispositions, including fairness and the belief that all students can learn
1f.	Assessments used to determine dispositions
1f.	Summary of candidate performance on those assessments used to determine dispositions
1f.	Employer feedback on graduates and summaries of the results related to professional dispositions for all candidates

## Standard 2: Assessment System and Unit Evaluation

Elements	Exhibits
2a. Assessment system	Document describing the unit's assessment system <b>in detail</b> , including key assessments of candidate performance and evaluations of unit operations
	Samples of formative and summative key assessments used to ensure candidates are ready to progress through the program and enter the profession
	Summaries of data from key assessments used at transition points (a) at entry to programs, (b) prior to the student teaching/internship, (c) at completion of the student teaching/internship, and (d) at program completion <b>(continuing accreditation only)</b>
	Minutes of meetings on the development and refinement of the assessment system and the use of data
	Procedures for ensuring that key assessments and unit operations are fair, accurate, consistent, and free of bias
2b. Data collection, analysis, and evaluation	Policies and procedures that ensure that data are regularly collected, compiled, aggregated, summarized, analyzed, and used to make improvements
	Sample of candidate assessment data disaggregated by alternate route, off-campus, and distance learning programs
	Unit or institutional policies for handling student complaints
	File of student complaints and the unit's response
	Description of information technology used to manage performance data
2c. Use of data for program improvement	Schedule for when unit analyzes data to make changes
	Examples of changes made to courses, programs, and the unit in response to data gathered from the assessment system <b>(continuing accreditation only)</b>

**Standard 3: Field Experiences and Clinical Practice**

Elements	Exhibits
3a. Collaboration between unit and school partners	Memoranda of understanding, minutes from meetings, etc. to document partnerships with schools
3b. Design, implementation and evaluation of field experiences and clinical practice	List of criteria for the selection of school-based clinical faculty (e.g., cooperating teachers, internship supervisors)
	Professional development opportunities and requirements for school-based clinical faculty
	Descriptions of field experiences in programs for initial and advanced teacher candidates and other school professionals
	Descriptions of clinical practice in programs for initial teacher candidates and other school professionals
	Student teaching handbook
	Assessments and scoring rubrics/criteria used in field experiences for initial and advanced teacher candidates and other school professionals
	Assessments and scoring rubrics/criteria used in clinical practice for initial teacher candidates and other school professionals
	Agendas from meetings with cooperating teachers and internship supervisors
3c. Candidates' development and demonstration of knowledge, skills, and professional dispositions to help all students learn	Summary results of candidate assessments upon entering and exiting field experiences (Cross-reference with Standard 1 as appropriate.)
	Completion rates for candidates in student teaching and internships by semester

**Standard 4: Diversity**

Elements	Exhibits
4a. Design, implementation, and evaluation of curriculum and experiences	Curriculum components that address diversity issues (This might be a matrix that shows diversity components in required courses.)
	List of proficiencies related to diversity that candidates are expected to develop
	Assessment instruments and scoring guides related to diversity (Cross-reference with Standard 1 as appropriate.)
	Summary of data from assessments of candidate performance related to diversity. (Cross-reference with Standard 1 as appropriate.)
4b. Experiences working with diverse faculty	Unit policies, practices, and/or procedures that facilitate experiences with faculty from diverse groups
	Demographics on diversity of faculty, including but not limited to race/ethnicity and gender
	Policies and practices for recruiting and retaining a diverse faculty
4c. Experiences working with diverse candidates	Unit policies, practices, and/or procedures that facilitate experiences with candidates from diverse groups
	Demographics of candidates, including but not limited to race/ethnicity, gender, and socioeconomic status
	Policies and practices for recruiting and retaining diverse candidates
4d. Experiences working with diverse students in P-12 schools	Unit policies, practices, and/or procedures that facilitate experiences with students from diverse groups
	Demographics of the student population in the partner schools in which candidates are placed, including but not limited to race/ethnicity, gender, socioeconomic status, English language learners and students with disabilities

**Standard 5: Faculty Qualifications, Performance, and Development**

<b>Elements</b>	<b>Exhibits</b>
5a. Qualified faculty	Summary of faculty qualifications and assignments
	Table showing licensure status of school-based clinical faculty (e.g., cooperating teachers, internship supervisors)
5b. Modeling best professional practices in teaching	Summary of instructional strategies, including the use of technology, used by faculty
5c. Modeling best professional practices in service	Summary of projects completed by faculty in service and/or collaboration with professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.)
5d. Organization Evaluation of Professional Education Faculty Performance	Summary of faculty evaluations ( <b>continuing accreditation</b> )
5f. Unit facilitation of professional development	Professional development activities offered by the unit
	Professional development activities in which faculty have participated ( <b>continuing accreditation</b> )
	Unit policies related to professional development

**Standard 6: Unit Governance and Resources**

<b>Elements</b>	<b>Exhibits</b>
6a. Unit leadership and authority	Policies on governance and operations of the unit
	Descriptions of the unit governance structure, including organizational charts
	Unit policies on student services such as counseling and advising
	Recruiting and admission policies
	Academic calendars, catalogues, unit publications, grading policies, and unit advertising
6b. Unit budget	Unit budget, with provisions for assessment and technology
6c. Personnel	Faculty workload policies
	Summary of faculty workloads
	List of faculty by full-time and part-time status
	List of support personnel in unit
	Faculty development expenditures
6d. Unit facilities	List of facilities, including computer labs and curriculum resource centers
6e. Unit resources including technology	Description of resources related to the unit assessment system and the use of information technology by faculty and candidates
	Description of library resources, including electronic resources

### **III. List of Individuals and Groups for On-Site Visit Interviews**

#### **Group I - Organizational Operations Team**

- Unit Head
- Key Unit Personnel (those responsible for developing and implementing programs)
- Accreditation and Program Approval Coordinator
- Assessment Coordinator(s)
- Data Manager
- Admissions Director/Coordinator

#### **Group II - Unit Faculty**

- Institutional/Organizational Faculty members
- Department chairs (if applicable)

#### **Group III - School-based faculty and LEA Partners**

- Field experience coordinator(s)
- School-based faculty (if applicable)
- P-12 Administrators/LEA partners
- Employers of recent graduates (Continuing Accreditation Only)

#### **Group IV - Candidates and Recent Graduates (Continuing Accreditation Only)**

- Current Candidates
- Recent Graduates